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ABSTRACT

Course descriptions are provided for 22 courses in the area of business education. Each description contains the following information: purpose, course objectives, outline of course content, list of optional topics, recommended types of evaluation, prerequisites, areas of interest, and curriculum sequence (grade level at which it should be offered, number of semesters). These courses are included: Accounting I and II, Business Communications, Business English, Business Law, Business Machines, Business Mathematics, Business Organization and Management, Careers, Computers and Society, Computer Programming, Consumer Economics, Economics, General Business, Introduction to Business, Office Procedures, Recordkeeping, Secretarial or Stenographic Procedures, Shorthand I and II, and Typewriting I and II. (ELB)

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Business Education Course Descriptions

Course Descriptions
for the Improvement of
Business Education

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ACCOUNTING I

Purpose

The purpose of the Accounting I course is to prepare students for entry level positions, effective personal financial management, and for continuing development in accounting. The practice and application of accounting will provide tools for the understanding of the accounting cycle process that should result in effective and responsible decision-making in personal activities and in employment. The students' knowledge of business, economic, and financial concepts will be emphasized.

Course Objectives

The objectives of the Accounting I course are to:

1. develop an understanding and appreciation of our private enterprise system

2. enable students to realize the necessity of understanding and following accounting principles when preparing valid and reliable accounting records and reports

3. be aware that accounting is a tool that should be utilized in virtually all office occupations, individual and/or family finances, and non-profit organizations

4. understand the interdependent relationships of each step of the accounting cycle in order to maintain consistency in preparing records and communicating financial reports

5. recognize, read, and analyze source documents and codes for journalizing (manual and/or electronic)

6. understand that effective journalizing requires the student to utilize the process of "scientific thinking", reasoning, and decision-making

7. develop an understanding that the accounting cycle leaves an "audit trail" which can be followed by other accountants, and/or used in communications with owners and others

8. utilize general education skills including Mathematics, Handwriting, Reading, English, etc. (Review may be necessary depending on demonstrated competency levels).

9. assist students in developing a foundation for the continued use and study of accounting

10. recognize that accounting records may be audited and/or utilized as a basis for decision-making; therefore, validity and reliability of records are possible only if accuracy and honesty cannot be questioned

11. encourage the students to develop positive interpersonal relationships, personal traits, and work characteristics which are desirable for successful occupational performance and non-paid societal activities and interactions

12. develop an understanding and knowledge of the common terms used in accounting

13. understand the role of accounting in the flow of work in the office system

14. prepare, interpret, and explain financial statements and their implications for rational decision-making

15. understand that accounting may be performed manually, mechanically, and/or electronically (Emphasis needs to be given to office technology including information processing).

16. explain and/or interpret the impact of government regulations and law on the accounting process including operating expenses, payroll taxes, income taxes, investments, etc.

17. demonstrate the ability to select and use appropriate forms in organizing a set of account records

18. recognize that individual time managament and organization are prerequisites for meeting time lines for preparing and forwarding financial statements, government reprots, and other kinds of reports.

Course Content

The content of the Accounting I courses should include knowledge and understanding of the:

1. Balance Sheet and the Basic Accounting Equation

2. The Accounting Cycle

    a. Journalizing business transactions
    b. Posting to ledger accounts
    c. Preparing a trial balance and completing a work sheet
    d. Preparing financial statements
    e. Closing the ledger
    f. Preparing a post-closing trial balance

3. Accounting Vocabulary

4. Recording of Data in the Selected Types of Journals, Posting to Ledgers, and Using Analysis Paper for Summarizing and Interpreting Accounts as a Basis for Financial Reports

5. Preparation of Financial Statements and Other Reports

6. Interpretation and Use of Financial Statements

7. Credit Instruments and Interest

8. Accounting for Retail Firms

9. Special Journals

10. Bad Debts and Depreciation

11. Eight Column Worksheet

12. Study of Taxes Including: Payroll, Income, Property, and Sales

13. Banking Activities Including: Statements, Deposits, Cash Balances, Reconciliations, Endorsements and ABA numbers

14. Study of Accounting as a Skill for Office Performance

15. Application of Accounting in Family Finances and Nonprofit Organizations

16. Information Concerning the Transition from the Manual Accounting System to an Automated Accounting System

17. Practice in the Coding of Transactions for Manual or Machine Applications (Equipment should be used if available).

18. Integration of "Job Survival Skills", Public Relations, Communications, Economic Concepts, and Acceptable Job Attitudes. (The application of this content should be reinforced through the use of simulation sets and comprehensive projects).

19. Payroll

20. Income Taxes

21. Processing Accounting with Equipment

22. Capital Accounts

23. Selected Applications for Accounting

Optional Topics

1. Programming Micro Processors
2. Self Analysis Study Leading into Occupational Choices
3. Establishing a Family Budget
4. Designing a Set of Records for a Family
5. Setting Up a Simple Bookkeeping System
6. Auditing a Set of Books (with permission)
7. Banking Information Needed by Individuals in Everyday Life
8. Annual Report for Large Companies
9. Accounting in the Electronic Office

Evaluation

1. Standardized tests
2. Teacher-made tests
3. Test of short problems
4. Test of daily problems
5. Problem analysis

Prerequisites

Business Mathematics or Basic Mathematics

Areas of Interest

In the Accounting I course, the student should develop an awareness of the employment opportunities in the field of business with special emphasis on the area of accounting and the use of accounting in personal living. Accounting I can also serve as a foundation course for advanced study at the collegiate level.

Curriculum Sequence

The Accounting I course should be offered at the 11th or 12th grade level. Accounting I is a two semester course. This course requires a high level of concentration and background in logical thinking.

ACCOUNTING II

Purpose

The purpose of the Accounting II course will be to provide the students with an indepth study and skill applications of the concepts introduced in first year accounting. This application of indepth study will provide a foundation for future promotion or further study.

Course Objectives

The objectives of the Accounting II course are to:

1. develop the concept that accounting is a tool for management decisions
2. apply accounting skills and utilize the process of thinking, reasoning, decision-making, implementation, evaluation, and communication (written and oral)
3. provide the students with the background necessary to exercise accounting skills by using a small computer and/or terminal in performing accounting applications
4. develop a thorough understanding and application of the accounts in the capital section of the balance sheet
5. assist the students in understanding the variety of accounting systems which they may encounter in organizations
6. emphasize the necessity of accuracy, time-management, and following the audit trail
7. develop an awareness of different practices between tax regulations and accounting principles
8. plan, organize, and implement at least one accounting system (set up a set of books)
9. encourage the development of positive interpersonal relations, personal traits, and work characteristics
10. emphasize the importance of career planning and life style considerations and the impact these have on life situations

Course Content

1. Review of basic Accounting Principles and Procedures
2. Utilization of Special Journals and Ledgers
3. Preparing the Variety of Analysis Papers (working sheets) Utilized in Preparing Interim, Management, and Fiscal Period Reports and Statements
4. Study of the Theory and Application of Capital Accounts (partnerships and corporations)
5. Specialized Functions for Cost Control, Internal Control, and Audit Support (vouchers, budgets, inventory controls, and expense and income accurals)
6. Taxes, Credit Instruments, and Sales Instruments
7. Computers and Accounting
8. Accounting for Operations (cost accounting)
9. Analysis for Management Decisions
10. Establishing a Set of Books

Optional Topics

1. Junior Accountant in a Local Business
2. Projects (additional)
3. Accounting Procedures Used by an Accountant
4. The Accounting System of a Local Business (observation)
5. Fund Accounting
6. Computers and Accounting

Evaluation

1. Standardized tests
2. Teacher-made tests
3. Test of short problems

4. Test of daily problems

5. Problem analysis

Prequisites

Accounting I course with a grade of "C" or better

Areas of Interest

In the Accounting II course, the students will develop an awareness of the employment opportunities in government and in business. The students should have experience with computers in performing accounting applications.

Curriculum Sequence

Accounting II is a two semester course at the 12th grade level.

BEING SENT FROM YOUR OFFICE

BUSINESS COMMUNICATIONS

Purpose

The purpose of the Business Communications course is to provide the specialized training that will give the student competence in all phases of communications: writing, speaking, listening, and reading.

Course Objectives

The objectives of the Business Communications are to:

1. encourage students to develop an extensive vocabulary
2. correctly use fundamentals of grammar in oral and written communication
3. understand the need for and use of reference books
4. develop basic skills required for listening
5. understand how to listen, comprehend, and respond intelligently
6. demonstrate self-confidence in speaking
7. develop a forceful and pleasing speaking and writing style
8. develop basic skills required for reading and comprehension
9. develop basic skills required to write well-organized letters, minutes, reports, memorandums, etc.
10. develop desirable work habits, attitudes, and personality traits:

    a. Integrity
    b. Poise
    c. Cooperation
    d. Wise use of time
    e. "A full day's work for a full day's pay"
    f. Ability to work calmly under pressure
    g. Ability to get along well with others
    h. Ability to remain pleasant under adverse conditions
    i. Pride in work
    j. Respect for the dignity of work
    k. Business ethics: honest, sincere, responsible, diligent, consistent, meticulous, punctual, scrupulous, tactful
    l. Personal qualities: positive attitude, appropriate dress, personal grooming, neatness, initiative, dependability

Course Content

1. Importance of Words

   a. Enrich vocabulary
   b. Convey thoughts

2. Basics of Communication

   a. English grammar
   b. Punctuation, capitalization, spelling, dictation, etc.
   c. Sentence structure
   d. Paragraphing
   e. Proofreading
   f. Use of reference books

3. Effective Listening

   a. Preparation for listening
   b. Active listening
   c. Appreciative listening
   d. Informational listening
   e. Evaluative listening

4. Effective Speaking

   a. Preparation
   b. Organization
   c. Enunciation
   d. Pronounciation
   e. Expression
   f. Courtesy
   g. Sensitivity to audience
   h. Appearance

5. Effective Reading

   a. Purpose
   b. Comprehension

6. Effective Written Communication

   a. Letters, reports, minutes, memorandums, etc.

      (1) styles
      (2) good impression
      (3) sentence structure and paragraphing
      (4) planning and organizing

          (a) clear
          (b) concise
          (c) correct

(d) descriptive
(e) sincere
(f) pleasant and persuasive
(g) courteous
(h) complete

7. Effective Telephone Techniques

a. First impression
b. Voice with a smile
c. Taking accurate messages

(1) time
(2) date
(3) caller's name
(4) telephone number
(5) message

d. Mechanics of telephone messages

8. Development of Desirable Attitudes and Work Habits

a. Integrity
b. Poise
c. Cooperation
d. Wise use of time
e. "A full day's work for a full day's pay"
f. Ability to work calmly under pressure
g. Ability to get along well with others
h. Ability to remain pleasant under adverse conditions
i. Pride in work
j. Respect for the dignity of work
k. Business ethics: honest, sincere, responsible, diligent, consistent, meticulous, punctual, scrupulous, tactful
l. Personal qualities: positive attitude, appropriate dress, personal grooming, neatness, initiative, dependability

Optional Topics

1. Getting a Job
2. Personal Evaluation
3. Job Market
4. Data Sheet
5. Application Letter and Follow-up

6. Application Form

7. Interview

Evaluation

1. Standardized tests

2. Teacher-made tests

3. Writing exercises

Prerequisites

The student should have successfully completed Typewriting I, English I, and English II.

Areas of Interest

This course provides the student with an effective writing style for personal use or use in a business career.

Curriculum Sequence

Business Communications should be offered at the 11th or 12th grade level.

BUSINESS ENGLISH

Purpose

The purpose of the Business English course is to provide the students with the broad and thorough training necessary to develop competence in each of the communication skills: reading, writing, speaking, and listening.

Course Objectives

The objectives of the Business English course are to:

1. refine English as a basic tool of communication
2. encourage students to develop an extensive vocabulary
3. understand the need for and use of reference materials
4. assist students in developing good reading skills
5. encourage good study habits, participation, and inter-personal relations
6. acquaint the students with different types of social and business letters, reports, and forms
7. apply psychology in effective writing
8. develop an appreciation for oral and written communication
9. develop skills for effective speaking and writing
10. understand how to listen, comprehend, and respond intelligently
11. develop desirable work habits, attitudes, and personality

    a. Integrity
    b. Poise
    c. Cooperation
    d. Wise use of time
    e. "A full day's work for a full day's pay"
    f. Ability to work calmly under pressure
    g. Ability to get along well with others
    h. Ability to remain pleasant under adverse conditions
    i. Pride in work
    j. Respect for the dignity of work
    k. Business ethics: honest, sincere, responsible, diligent, consistent, conscientious, meticulous, punctual, scrupulous, tactful

1. personal qualities: positive attitude, appropriate dress, personal grooming, neatness, initiative, dependability

Course Content

The Business English course content should include the follwoing units of study:

1. Foundations for Effective Communication

   a. Words and word references:

      (1) extensive vocabulary with emphasis on business terminology
      (2) using the dictionary and other reference books

   b. Listening and reading instructions:

      (1) good listening habits
      (2) following oral and written instructions

   c. Basic English skills:

      (1) grammar
      (2) spelling
      (3) punctuation
      (4) sentence structure
      (5) paragraphing

2. Effective Reading

   a. Purpose
   b. Comprehension
   c. Study habits

3. Written Communication

   a. Letters, reports, minutes, memorandums, etc.

      (1) styles
      (2) good impression (stationary, envelopes, layouts, etc.)
      (3) planning and organization

         (a) clear
         (b) concise
         (c) correct
         (d) descriptive
         (e) sincere
         (f) forceful
         (g) courteous
         (h) complete

4. Oral Communication

   a. Effective speaking

      (1) preparation
      (2) organization
      (3) expression
      (4) appearance
      (5) sensitivity to audience
      (6) courtesy

   b. Effective listening

      (1) preparation
      (2) courtesy
      (3) active listening
      (4) appreciative listening
      (5) informational listening
      (6) evaluative listening

   c. Effective telephone techniques

      (1) first impression
      (2) voice with a smile
      (3) taking accurate messages

         (a) time
         (b) date
         (c) caller's name
         (d) telephone number
         (e) message

      (4) mechanics of telephone usage

5. Development of Desirable Attitudes and Work Habits:

   a. Integrity
   b. Poise
   c. Cooperation
   d. Wise use of time
   e. "A full day's work for a full day's pay"
   f. Ability to work calmly under pressure
   g. Ability to get along well with others
   h. Ability to remain pleasant under adverse conditions
   i. Pride in work
   j. Business ethics: honest, sincere, responsible, diligent, conscientious, meticulous, punctual, scrupulous, tactful
   k. Personal qualities: positive attitude, appropriate dress, personal grooming, neatness, initiative, dependability
   l. Respect for the dignity of work

Optional Topics

1. Getting a Job

    a. Personal evaluation
    b. Job market
    c. Data sheet
    d. Application letter and follow-up
    e. Application form
    f. Interview

Evaluation

1. Standardized tests
2. Teacher-made tests
3. Writing exercises

Prerequisites

The recommended prerequisite for Business English is the completion of Typewriting I.

Areas of Interest

This course provides students with a better application of oral and written communication through proper use of English skills.

Curriculum Sequence

Business English should be offered at the 11th or 12th grade level.

BUSINESS LAW

Purpose

The purpose of Business Law is to assist students in understanding the role of the court system in interpreting the law, as well as understanding the rules and principles that regulate our relationship with other people in a democratic society. Law touches the lives of each of us and establishes parameters for our legal rights and responsibilities.

Course Objectives

The objectives of the Business Law course are to:

1. provide students with the foundation for understanding and appreciating the role of law in our democratic society
2. enable students to personalize the basic principles of law in relation to daily activities and/or transactions
3. assist students in understanding and personalizing each topical area of study
4. improve competencies in delineating facts and/or circumstances when utilizing legal assistance and/or serving as a witness
5. understand that law is a medium for interacting with society; therefore, emphasis will be placed on recognizing rights and responsibilities of others. Emphasize compatibility rather than legal conflict
6. assist students in understanding the organization and functions of our court system (criminal and civil)
7. develop an understanding of basic legal documents including contracts, negotiable instruments, and legal codes (government agencies, private agencies, and individuals)
8. make students aware of the need to interpret law through problem solving procedures
9. encourage students to practice careful observation of activities which may require legal interpretation and/or legal assistance
10. develop in students the ability to see both sides of an issue, the habit of suspended judgement, and the ability to evaluate all the facts in arriving at a conclusion

11. emphasize the importance of reading and understanding written instruments before signing

12. encourage the students to practice rights and responsibilities in daily living

13. be aware of the rights and responsibilities in regard to due process

14. encourage students to develop a working vocabulary of legal terms

15. recognize the rights and responsibilities for personal and real property

16. encourage the development of desirable work habits, attitudes, and personality traits

Course Content

The content of the Business Law course should include:

1. Origins, Development, Purposes, and Functions of the Law

   a. Constitution
   b. Statutes
   c. Law in society
   d. Law and the individual
   e. Kinds of law

2. The Courts

   a. Protecting individual rights

      (1) torts
      (2) crimes
      (3) due process (minors and adults)

   b. Functions

3. Contracts

   a. Purpose
   b. Elements

      (1) mutual agreement
      (2) competent parties
      (3) valid consideration
      (4) legality of subject matter
      (5) written form when required

c. Void and voidable
d. Alternative actions and/or operations

4. Sales Contracts

a. Transfer of ownership of title
b. Credit sales (rights and responsibilities)
c. Warranties and guarantees
d. Consumer buyer protection
e. Using credit

5. Agency

a. Relationship of principal, agent, and third parties
b. Employer-employee
c. Laws affecting employment

6. Personal Property and Bailment

a. Nature and types
b. Parties
c. Mutual benefit bailment
d. Special services including

(1) transportation
(2) storage
(3) lodging
(4) eating establishments
(5) utilities

e. Legal rights and responsibilities

(1) laws affecting bailments
(2) regulations

7. Insurance

a. Contract
b. Property
c. Automobile, etc.
d. Individual
e. Health

8. Negotiable

a. Nature and Kinds
b. Essentials
c. Negotiation
d. Collection
e. Uses
f. Personal loans
g. Rights and responsibilities

9. Property

    a. Personal
    b. Real
    c. Landlord and tenant
    d. Wills and estates

10. Business Ownership

    a. Single proprietorship
    b. Partnership
    c. Corporations
    d. Operating a franchise

Optional Topics

The following list includes terms and/or activities that could be developed into topics by students using articles from newspapers, periodicals, mass media, pamphlets, court proceedings, etc.

1. Shoplifting
2. Failure to Pay for Merchandise and/or Repossession
3. Intoxication
4. Theft
5. Vandalism
6. Drugs
7. Assault and Battery (verbal or physical)
8. Child Abuse
9. Wife Abuse
10. Indictment
11. Preliminary (hearing, proceedings, and trial)
12. Grand Jury
13. Misdemeanor and/or felony
14. Search and/or Seizure
15. Warrants (search and arrest)
16. Subpoena
17. Affidavit
18. Writ of Garnishment
19. Larceny (grand and petit)
20. Insufficient Fund Checks
21. Lien
22. Contempt of Court
23. Trespassing
24. Arrest and/or Resisting
25. Trial (jury or non-jury)
26. Types of Custody
27. Small Claims Court
28. Civil Process
29. Slander and/or Defamation of Character
30. Liable
31. Fraud

32. Malpractice
33. Duress

Evaluation

1. Teacher-made tests
2. Standardized tests
3. Case analysis
4. Preparation of briefs
5. Reports (oral and written)
6. Role playing
7. Committee reports
8. Report on court cases visited
9. Report on observation from police buddy system
10. Scrapbook of newspaper articles illustrating topics covered in class

Prerequisites

none

Areas of Interest

This course can be useful to individuals for personal reasons and can be valuable as background information to individuals who are entering a business career. Business Law can also serve as a foundation course for advanced study at the collegiate level.

Curriculum Sequence

The Business Law course should be offered at the 11th or 12th grade level.

BUSINESS MACHINES

Purpose

The purpose of the Business Machines course is to acquaint the student with the machines and equipment used in business.

Course Objectives

The objectives of the Business Machines course are to:

1. master the correct fingering techniques in machine operation
2. assist in the development of skills in reading, listening, and following instructions
3. develop the basic skills in the operation of the business machines and the vocabulary commonly used by office workers
4. develop the ability to recognize various business forms and understand their use
5. provide an awareness of the cost of operating a business, i.e., machines and equipment, printed forms, paper, ribbons, chemicals, machine repairs, etc.
6. create an office atmosphere in the classroom
7. establish business standards of production and accuracy
8. encourage responsibility, loyalty, and pride in work
9. learn how to think, reason, and make decisions

Course Content

1. Basic Skills
   a. To master the 10-key keyboard by touch
   b. Develop skill in the use and application to problem situations on the following machines:
      (1) electronic adding machines
      (2) electronic calculators
      (3) other business machines

2. Applied Skills

   a. To teach the student to perform mathematical processes

      (1) addition
      (2) subtraction
      (3) multiplication
      (4) division
      (5) markup percent
      (6) decimals
      (7) chain discounts
      (8) payroll
      (9) fractions
      (10) percentage
      (11) proration

3. Business Machines Practice Set

4. Develop Speed and Accuracy in the Use of Calculators

5. Learn Short Cut Advantages of the Use of Memory Equipped Calculators

6. Provide an Opportunity to Learn Problem Solving Techniques and Decision-making

7. Dual Pitch Typewriter

8. Correcting Typewriter

9. Simulated Keypunch Keyboard

10. Preparation of Transparencies

11. Mail Procedures

12. Duplicating Equipment

    a. Fluid duplicator
    b. Mimeograph
    c. Offset
    d. Copier duplicator

13. Transcription Machines

14. Word Processing Units

15. Telephone Equipment (teletrainer)

16. Miscellaneous Equipment

    a. Stapler
    b. Paper cutter
    c. Hole puncher
    d. Mimeoscope

Optional Topics

1. Mini-Computer
2. Memory Typewriter
3. Electronic Typewriter
4. Lazier Copier
5. Data Processing
6. Filing

Evaluation

1. Standardized tests
2. Teacher-made tests

Prerequisites

Completion of a basic mathematics course with a recommended grade of "C".

Areas of Interest

The course should develop confidence in solving mathematical problems by touch and familiarize the students with various business machines.

Curriculum Sequence

The Business Machines course should be offered at the 11th or 12th grade level.

BUSINESS MATHEMATICS

Purpose

The purpose of the Business Mathematics course is to assist the students in analyzing problem situations and applying fundamental business principles. Business Mathematics is the study of mathematics processes and business problems common to all persons--it has both specialized jobs and general education values.

Course Objectives

The objectives of the Business Mathematics Course are to:

1. apply logical reasoning to read, to interpret, and to solve problems in mathematics
2. apply the learning of the principles of business and of mathematics to life situations
3. utilize previous learning of business activities in other classes and further develop understanding through the process of mathematics
4. develop more speed and accuracy in performing the fundamental mathematical proceses
5. perform mental mathematical computations
6. estimate answers to problems
7. learn the more common shortcuts that are of value in calculations
8. develop a business vocabulary

Course Content

The content of the Business Mathematics course should include:

1. A Basic Review: Addition, Subtraction, Multiplication, and Division
2. An Application of the Basic Mathematics Skills to Everyday Living such as Checkbook, Bank Statement Balancing, Shopping (clothing, food, recreation)

3. Addition, Subtraction, Multiplication, and Division of Fractions, Percents, and Decimals and the Application of these Skills to Business Situations

4. Exercises in Commissions, Wages, and Salary

5. Exercises in Budgeting and Insurance

Optional Topics

1. Practice Set

2. Stock Market

3. Calculate Interest Rates, Discounts (short-term, long-term)

4. Short quizzes

5. Test of daily problem assignments

Prerequisites

None

Areas of Interest

The students should develop an awareness of the personal and economic application of the knowledges and understandings of the Business Mathematics course.

Curriculum Sequence

The Business Mathematics course should be offered at the 9th or 10th grade level.

BUSINESS ORGANIZATION AND MANAGEMENT

Purpose

The purpose of the Business Organization and Management course is to provide basic information on the theory of business organization and the way in which businesses are managed. It is designed for those who will work as employees and seek advancement, for those who may manage a business for others, and for those who will eventually own and operate their own businesses.

Course Objectives

The objectives of the Business Organization and Management course are to:

1. understand the development, contribution, and management of the private enterprise system
2. assist the students in understanding the relationships of the functions of management
3. understand the process of determining human resource needs, acquisition, development, and performance
4. recognize and understand how to improve government and business relationships through an understanding of regulations and legislation affecting businesses
5. understand needs, sources, and uses of money in business operations
6. develop an understanding and appreciation for the decision-making process in managing a business organization
7. be aware of the critical role of information in effective management
8. emphasize the importance of business ethics
9. understand business cycles and how they affect management
10. encourage the development of desirable work habits, attitudes, and personality traits

Course Content

The Business Organization and Management course should include the following topics:

1. Introduction to Business
    a. Characteristics
    b. Role of management
    c. Environmental factors
    d. Economic factors
2. Business Organization
    a. Types of ownership
    b. Internal structure
3. Functions of Management
    a. Planning
    b. Organizing
    c. Staffing
    d. Directing
    e. Control
    f. Feedback
4. Decision-Making Processes
5. Human Resources (Personnel)
6. Communication
    a. Formal
    b. Informal
7. Managing Information
    a. Records management
    b. Financial records
    c. Office systems
    d. Management information systems
8. Supervision, Motivation, and Interpersonal Relationships
9. Government and Business
10. Financial Management
    a. Budgeting
    b. Performance
    c. Feedback

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11. Managers of the Future

    a. Careers
    b. Requirements
    c. Tools

12. Applied Areas (second semester)

Evaluation

1. Teacher-made tests
2. Standardized tests
3. Reports (oral and written)
4. Committee reports
5. Projects

Prerequisites

General Business, Accounting I, or permission from the teacher

Areas of Interest

The course would be of value to all persons who will be working in business or government organizations as well as those who will want at some time to start a business of their own. It would be an excellent foundation for students who are serious about job entrance qualifications and successful performance leading to promotion.

Curriculum Sequence

The Business Organization and Management course should be offered at the 12th grade level.

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CAREERS

Purpose

The purpose of the Careers course is to provide the students with career awareness, orientation, exploration, occupational selection, and preparation in conjunction with life styles desired. Each topic is a component of a life plan which should be developed and formulated by each individual student. The resultant composite of the components will be a guide for the students to use in the implementation of elected career choice.

Course Objectives

The objectives of the Careers course are to:

1. engage in a study of assessment of self and life style desired
2. assist students in initiating a career plan and understanding the necessity of revisions
3. encourage students to become personally aware of career opportunities
4. encourage students to develop a philosophy for being prepared for job entry and promotion (occupational and personal requirements for success)

Course Content

The content of the Careers course should include:

1. Self-Concept
2. Values
3. Goals: Short, Intermediate, and Long
4. Orientation to Self, Work, and Leisure as Affected by Choice of Occupation
5. Occupational Possibilities (entry level and potential)
6. Occupational Requirements (special emphasis on education and skills)
7. Individual Study of Education and Skill Needs Applied to Alternate Occupations (selected by individual students personalized for each individual)

8. Occupational Responsibilities (growth in self-concept, values, education, skills, and abilities)

9. Job Satisfaction (analysis of work characteristics, people, and environment)

10. Income: Beginning and Potential (related to individual life styles)

11. Probability of Mobility (vertical and horizontal)

12. Technological Changes

13. Information Sources Including Job Placement Service

14. Decision-Making Process

15. Worthy Use of Leisure

16. Process of Entering Employment

    a. Sources of job openings
    b. Application
    c. Letter of application
    d. Data sheet
    e. Preparation for interview
    f. Self-evaluation of interview
    g. Follow-up communications

        (1) who
        (2) what
        (3) where
        (4) when
        (5) why
        (5) how

17. Failure to Obtain Employment Requires Self-Assessment of the Job Seeking

18. Accepting Employment Requires Self-Worker Characteristics Applied to the Particular Job

19. Individual and Occupational Ethics

20. Societal Impact

21. Stress Factors

22. Interpersonal Relations

Optional Topics

1. Flowcharting
2. Job Trends
3. New Occupations Created by Technology
4. Career Choices (economics of)
5. Individual Consumer Finances (how to live on what you make)
6. Budgeting
7. Your Part of the Private Enterprise System
8. Periodicals and Other Resources Related to Careers
9. How to Maintain a Perspective on Selected Occupations from Articles, Periodicals, and Other Publications

Evaluation

1. Teacher-made tests
2. Projects
3. Reports (oral and written)
4. Skits (job interview, etc.)

Prerequisites

None

Areas of Interest

This course is designed to provide basic career information to assist students in making more effective decisions in continuing education and career choices.

Curriculum Sequence

The Careers course should be offered at the 9th or 10th grade level. This course is a one semester course.

COMPUTERS AND SOCIETY

(Introduction to Data Processing)

Purpose

The purpose of the Computers and Society course is to provide the student with information and experiences that will develop an appreciation of computers and their utilizations in our society. It should assist the student in living and working in a computerized world.

Course Objectives

The objectives of the Computers and Society course are to:

1. acquaint the student with terms used in understanding personal and business computers
2. acquaint the student with uses of personal and business computers in industry, government, and society
3. acquaint the student with word processing systems in the office today
4. consider the social, educational, and ethical impact of computers in our society
5. understand the basic functions of personal and business computer systems
6. acquaint the student with career opportunities available in the computer processing industry
7. develop an awareness of the relationship of the computer equipment, computer programs, and the user
8. assist the student to develop desirable work habits, attitudes, and personality traits

Course Content

The Computers and Society course should include the following units of study:

1. Introduction and Overview of Personal and Business Computers
2. Historical Perspectives of Computers in Society

3. Computers and Their Relationship to People

   a. Social, ethical, and personal uses
   b. Computers in education
   c. Privacy and the computer
   d. The computer and the business world
   e. Other major social issues

4. Computers and How They are Used

   a. Computers and employment
   b. Application in:

      (1) government
      (2) business and industry
      (3) medicine
      (4) farming and agriculture
      (5) science and research
      (6) education
      (7) home uses
      (8) other

5. Careers in Computers in Business

6. Essentials of Computer Systems

   a. Components of computers (hardware)
   b. Types of programs (software)

7. Modern Computer Languages

8. Computer Problem Solving

   a. Problem analysis
   b. Problem flowcharting
   c. Language coding
   d. Recording, testing
   e. Documentation

9. The Modern Office

   a. Electronic communications
   b. Data, word, and voice processing

Prerequisites

None

Areas of Interest

The course should permit the student to be comfortable with and appreciate personal and business computer systems.

Curriculum Sequence

The Computers and Society (Introduction to Data Processing) course should be offered at the 11th or 12th grade level. This is a one semester course.

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COMPUTER PROGRAMMING

Purpose

The purpose of the Computer Programming course is to provide the students with a foundation in computer assisted problem solving through the use of high level language programming techniques and develop confidence and cursory competence in computer applications.

Course Objectives

The objectives of the Computer Programming course are to:

1. develop and apply concepts of programming a microcomputer
2. assist the students in developing definitive, logical problem analysis, and flowcharting skills
3. encourage the development of high ethical standards regarding the security and confidentiality of data, programs, and equipment
4. develop a foundation for continued improvement in programming skills
5. learn to communicate with programmers, management, and computer operations personnel
6. assist the students in developing desirable work habits, attitudes, and personality traits

Course Content

The Computer Programming course should include the following:

1. Introduction to Computer Operation Fundamentals
2. Introduction to Business Computer Applications and Equipment
3. Introduction to Programming Ethics:
   a. Sanctity of human rights and confidentiality of data
   b. Security and access to programs, data, and equipment
   c. Priviledge, trust, and responsibility of programmer to user and employer

4. Procedures Followed in Computer Program Development

   a. Problem definition and analysis
   b. Flowcharting using structured programming concepts if possible
   c. Program structure

      (1) program identification (title, date of author)
      (2) program description (course explanation of what the program does)
      (3) program variable list (concise definition of all major variables; functions and files describing type, role played, format, and restrictions)

5. Main Body (including sufficient comment documentation for understanding)

   a. Housekeeping
   b. Input (format and options)
   c. Process
   d. Output (format and options)
   e. Final housekeeping
   f. Testing and debugging

      (1) limitations to testing (unforseeable situations)
      (2) selection of use of sample test data
      (3) addition of error trapping and reporting

   g. Program revision
   h. Program implementation

6. Input/Output (I/O)

   a. Peripheral equipment available
   b. Format
   c. Program prompting
   d. Error trapping

7. Introduction to Assignment Statements and Variables

   a. Advantages, limitations, and typical uses
   b. Integer variable
   c. Decimal variable (single and double precision)
   d. Character variable (string)

8. Introduction to Program Control

   a. Conditional and unconditional branding
   b. Loops (singular and nested)
   c. Implicit and explicit default definitions

9. Functions and Subroutines

    a. Differences, advantages, and limitations
    b. Criteria for choice
    c. Programming requirements for VSE

10. Arrays (single and multiple dimensional)

    a. Defining and Dimensioning
    b. Matrix operations
    c. Input/output

11. Optimization of Program Design

    a. Efficiency and speed
    b. Optional problems for the more experienced student
    c. Generalization and consolidation of similar processes
    d. Use of care storage vs. virtual array (disc accesses)
    e. Advanced I/O techniques

12. Programming Assignments

    a. Selected problems addressing specific concepts
    b. Optional problems for the more experienced student
    c. Specialized problems tailored to individual student interests
    d. Advanced projects to include:

        (1) student developed proposal and project description
        (2) complete program development to include flowcharting and documentation
        (3) written report describing project development, lessons learned, and suggested areas
        (4) oral presentation of project

13. Management Concepts

    a. Scheduling and prioritizing of time and responsibilities
    b. Communication skills and motivation
    c. Clarity of job assignments and follow-up
    d. Personality evaluation/profiles

Optional and Advanced Topics

1. Batch Operations vs. Interactive/Time-Sharing Systems

2. Text Editing/Word Processing Software

3. Computer Center Operations

4. Business Oriented Languages

5. Utility Programs (sort routines, binary trees, linked lists, operating systems)

6. Advantages and Disadvantages of Assembler and Machine Languages

Evaluation

1. Teacher-made tests

2. Written and oral reports

3. Observation of student involvement in and completion of projects

4. Program goal and documentation

Prerequisites

None. Algebra I and Typewriting I are recommended.

Areas of Interest

The course should develop self-confidence, problem solving, and program development. It should give an excellent basis for continued use of the computer as a tool.

Curriculum Sequence

The Computer Programming course should be offered at the 11th or 12th grade level. This course is for one or two semesters (with options for an advanced software applications or computer operations course with hands on field work).

CONSUMER ECONOMICS

Purpose

The purpose of the Consumer Economics course is to provide information that will enable the student to appreciate our economic system, effectively manage his/her personal and economic affairs, and make intelligent decisions that are consistent with one's personal values and needs.

Course Objectives

The objectives of the Consumer Economics course are to:

1. assist the student in developing an understanding and appreciation of our private enterprise system
2. encourage the student to assume responsibilities as a consumer, worker, and citizen
3. aid the student in effective management of personal resources
4. acquaint the student with the relationship of the individual with business and government
5. assist the student in developing an understanding of the values and ideals that affect an individual's consumer behavior
6. impress upon the student the importance of consumer planning and decision-making
7. make the student aware of consumer problem areas
8. encourage good study habits, participation, and interpersonal relations

Course Content

A two-semester course in Consumer Economics should include the following basic topics:

1. Essential Characteristics of a Free Enterprise System
2. Recognition of Personal Values and Goals that Influence Purchasing Decisions.

3. The Guidelines for Effective Personal Budgeting and Money Management

4. Various Sources of Consumer Monies

5. Consumer Influences

6. Roles, Responsibilities, and Rights of the Consumer

7. Taxes

8. Consumer Credit

9. Understanding Contracts

10. Methods of Determining Interest and Discounts

11. The Needs and Costs of the Various Types of Insurance

12. Relative Advantages and Disadvantages of Purchasing, Leasing or Renting a Home, Apartment, or Condominium

13. Savings Plans and Investment Programs

14. Effect of Consumer Decisions in the Marketplace

15. Consumer Advertising

16. Principles of Wise Buying

17. Purchasing in the Marketplace (clothing, food, recreation, etc.)

18. Purchasing Furniture, Appliances, etc.

19. Relative Advantages and Disadvantages of Buying a New or Used Car, Equipment, Merchandise, etc.

20. Quackery, Fraud, and Deception

21. Consumer Assistance, Service, and Protection

22. Health, Education, and Leisure

23. Career Decisions

24. Effect of Inflation and Recession on Buying Power

Optional Topics

1. Taxes as a Source of Income for Government Agencies
2. Preparing Income Tax Returns
3. Role of Corporations in National Economy
4. Stocks and Bonds
5. The Stockmarket as an Investment (advantages and disadvantages)
6. New Legislation Concerning Government Organizations
7. Consumer Credit Counseling

Evaluation

1. Teacher-made tests
2. Standardized tests
3. Oral and written reports
4. Projects

Prerequisites

Completion of a Basic Mathematics or Business Mathematics course with a minimum grade of "C".

Areas of Interest

Consumer Economics is a study of how to live in our free enterprise society. This course is a background for those pursuing areas of interest in marketing, management, business administration, political science, and sociology as well as what is necessary for performing as a consumer, worker, and citizen.

ECONOMICS

Purpose

The purpose of the Economics course is to study people living and working together--to provide for their needs and wants. It explains how people produce, trade, save, and spend. Economics should be recognized in all of our day-to-day activities.

Course Objectives

The objectives of the Economics course are to:

1. acquire a basic understanding of our economic system and how to function with proficiency in our free enterprise system

2. understand the dilemma created by a system with limited (scarcity) resources and an individual's desire for unlimited wants and needs

3. develop an awareness that the American economic system operates with a mechanism known as a market system which creates economic decisions for individuals as they fill the roles of: consumer, citizen, worker, saver, and investor

4. understand that a societies resources are known as factors of production: land, labor, capital, and entrepreneurship

5. understand the concept of interaction in the marketplace where there is a circular flow of income, goods, and services

6. recognize that the profit motive is the basis for the operation of our private enterprise system

7. recognize that specialization, division of labor, and mechanization will enable our society to increase the output of goods and services while utilizing our factors of production

8. develop the decision-making skills which need to be utilized in weighing opportunity costs and trade offs as we interact in our economic system

9. understand the interactive nature of economic principles in our "mixed" economy

10. become aware of the increasing role of government in the production and distribution of goods and services

11. recognize that the economic presence of government consists of four main functions: allocation of resources, regulation of

business and markets, redistribution of income, and promoting stability and/or growth in the economy (including fiscal policy)

12. understand the role of the monetary system through money, banking (federal reserve system), credit, and savings

13. understand that gross national product (GNP) measures the market value of all goods and services produced in a country over a period of one year

14. learn and use the vocabulary of economics

15. encourage the student to think, reason, and make decisions

16. understand that the services in the marketplace involves pricing as well as other economic factors

17. be aware that the size, type, and ownership structure of business may affect the competitive nature of the marketplace

18. develop an understanding that the policies and activities of organized labor may affect the competitive nature of the marketplace

19. assist the student in understanding that inflation will affect the value of the dollar (causes: increase in money supply, limitation of resources, rate and amount of production, international involvement, etc.)

20. be aware of the global nature of economics (our private enterprise system interacts with other economics)

21. understand the major economic system of the world

Course Content

1. Introduction to Economics

2. Economic Wants, Needs, and Choices

3. Resources: Natural, Human, and Capital

4. Production and Distribution of Goods and Services (one illustration should involve the local community)

5. The Consumer in the Marketplace

6. The Forms of Business Organization

7. Price Determination

8. The Monetary System (money, banking, and credit)
9. The Role of Government (regulating, taxing, and spending)
10. Gross National Product (growth and stability)
11. Growth and/or Stability in our Economic System
12. Economic Effects of Unemployment and/or Poverty
13. Labor
14. Current Economic Problems and Issues
15. International Economic Factors
16. Other Economic Systems

Optional Topics

1. Price of Precious Metals
2. Recession
3. Energy
4. Conservation
5. World Market for Agriculture
6. Pollution
7. Consumer Influences
8. Local Economic Factors
9. Interaction of Economic Factors (local, state, and national)
10. Education in the Economy
11. Factors Needed for Small Business Development
12. Government Regulations and the Small Business
13. Sharing of Economic Risks
14. Consumer Protection
15. Automation
16. Price Controls

17. Economics of Health

18. Rate of Production and Inflation

19. Foreign Produced Goods

20. Negative Income Tax

21. Transfer Payments

22. Social Programs

Evaluation

1. Standardized tests

2. Essay tests

3. Teacher-made tests

4. Student projects

5. Student reports

6. Case analysis

7. Analysis of current activities in newspapers, periodicals, radio, television, etc.

8. Student panel presentations

9. Individual presentation and/or performance which benefit other class members

Prerequisites

None

Curriculum Sequence

The Economics course should be offered at the 11th or 12th grade level.

GENERAL BUSINESS

Purpose

The purpose of the General Business course is to study the role and function of business in our free enterprise sytem with emphasis on what everyone should know in order to be effective as a consumer, worker, and citizen. It deals with understanding and knowledge needed by every person in such topics as: functions, management, and organization in performance activities of business; career concepts; consumer literacy; work ethics in business; effective citizenship; worthy use of leisure; and individual growth in decision-making. This is a "thinking and doing" course for all students.

Course Objectives

The objectives of the General Business course are to:

1. develop an understanding of the organizational structure and functions of business in our private enterprise system
2. develop an understanding and appreciation for our private enterprise system
3. be aware of how economic concepts affect consumers and the business world
4. encourage students to recognize the importance of decision-making, work ethics, and interpersonal and societal relationships in our society
5. recognize the need for money management (values, goals, lifestyles, plans, budgets, etc.)
6. utilize previous learning experiences and activities to further refine skills
7. become proficient in identifying and using available sources of information (schools, community, state, and national)
8. develop and utilize a vocabulary in business, economic, and consumer terminology
9. create a base for decision-making in career development, continuing education, and consumer living
10. understand the motivational impact of private ownership in our private enterprise society (labor, capital, investment, profit, etc.)

11. develop understandings, knowledges, skills, proficiencies, and attitudes necessary for effective management of personal and family finances

12. be aware of how to utilize the services available through business, government, and nonprofit organizations efficiently and economically

13. become aware of possible resources available through the consumer protection agencies

14. understand that with all rights, there are equal responsibilities

15. refine basic skills of learning and knowledges from general education coursework

16. recognize that planning is essential to good money management and that a budget is a plan for saving and spending money

17. be aware that logical decision-making is essential for effective use of leisure

Course Content

The content of the General Business course should include:

1. Role of Business in our Free Enterprise Society

    a. Types of business ownership
    b. The role of management
    c. The role of labor
    d. The role of government
    e. The type of structure as determined by purpose of the business (services, sales, etc.)

2. Factors that have an Impact on the Individual, Business, and Society

    a. Taxes
    b. Consumer decisions in the marketplace, business, and society
    c. Consumer credit
    d. Insurance (vehicle, life, property, etc.)
    e. Fluctuating levels of productivity of goods and services
    f. Labor decisions
    g. Availability and movement of goods, services, and people
    h. Government agencies and services
    i. Fiscal and monetary policies
    j. Individual productivity as a contribution to society

k. Personal economics (behavioral impact)
l. Mass communication, media, and transportation
m. Distribution
n. External motivations

3. Money Management

a. Writing of checks
b. Practical money management (planning, budgeting, and spending)
c. Banking services
d. Using credit wisely
e. Saving and investing
f. Insurance
g. Lifestyle and plan (income and education)

4. Career Development

a. Occupational possibilities
b. Occupational requirements
c. Occupational responsibilities
d. Occupational preparation
e. Probability of mobility (vertical and horizontal)
f. Financial, personal, and social impact of career choice
g. Information sources including job placement service
h. Process of entering employment

(1) sources of job openings
(2) application
(3) letter of application
(4) data sheet
(5) preparation for interview
(6) interview
(7) self evaluation of interview

Optional Topics

1. Alphabetical Filing

2. Preparing Income Tax Returns

Evaluation

1. Teacher-made tests

2. Standardized tests

3. Reports (oral and written)

4. Committee reports

5. Projects

6. Skits

Prerequisites

None

Areas of Interest

This course explains the role and purpose of business in our private enterprise system. It is a course that is designed for all students.

Curriculum Sequence

The General Business course should be offered at the 9th or 10th grade level.

INTRODUCTION TO BUSINESS

Purpose

The purpose of the Introduction to Business course is to orient the student to the content of sources in a business curriculum.

Course Objectives

The objectives of the Introduction to Business course are to:

1. introduce and give students try-out experiences in selected subject areas so they can make future course selections based on interests and abilities

2. encourage the students to develop positive interpersonal relationships, personal traits, and work characteristics which are desirable for successful occupational performance

Course Content

The course should offer a wide range of business related experiences to the students and it should include all areas for which the school system offers specific courses or training. Some typical areas to include are:

1. Typewriting
2. Filing
3. Accounting
4. Shorthand (reading, writing, and transcription)
5. Secretarial Procedures and Office Procedures
6. Machines (calculators, duplicators, transcribers, computers, and power driven typewriters)
7. General Business
8. Consumer Education
9. Computers
10. Business Law
11. Communications

12. Business Organization and Management

13. Business Behavior

14. Business English

The time spent on each topic included in Introduction to Business should be based on student interest, but no one topic should dominate the course.

Optional Topics

1. Cash Register Activities

2. Using a Micro Processor in Small Business

3. Opening a Business Checking Account

4. Maintaining Records for Income Tax, State Sales Tax, etc.

5. Records and Forms for Self Employment Taxes

6. Records for Employee Payroll

Evaluation

1. Teacher-made tests

2. Reports (oral or written)

3. Projects

Prerequisites

No prerequisites are necessary since the course is introductory and exploratory in nature. The Introduction to Business course would be most beneficial if offered at the 9th grade level.

Areas of Interest

The Introduction to Business course is exploratory in nature and should allow the student to experiment with equipment and concepts. It should be made clear to all involved that proficiency in any given area is not the purpose of the course.

Curriculum Sequence

The Introduction to Business course should be offered at the 9th grade level. This course is offered for one semester.

OFFICE PROCEDURES

Purpose

The purpose of the Office Procedures course is to integrate and correlate general office skills and knowledges previously learned (non-shorthand). The course is designed to help students develop attitudes, understandings, knowledges, and skills that enable them to find employment or to pursue further study.

Course Objectives

The objectives of the Office Procedures course are to:

1. assist the students in learning and mastering office duties
2. enable the students to relate classroom activities to office situations
3. assist the students in developing the ability to perform varied types of office work with accuracy and speed
4. improve grammar, punctuation, word division, spelling, oral and written communication diction, etc.
5. assist in the development of skills in reading, listening, and following instructions
6. acquaint the students with reference materials and other available aids
7. aid the students in developing office techniques necessary for entry level employment and advancement
8. assist the students in developing desirable personal qualities, business ethics, and work habits

    a. Integrity
    b. Poise
    c. Cooperation
    d. Wise use of time
    e. "A full day's work for a full day's pay"
    f. Ability to work calmly under pressure
    g. Ability to get along well with others
    h. Ability to remain pleasant under adverse conditions
    i. Pride in work
    j. Respect for the dignity of work
    k. Business ethics: honest, sincere, responsible, diligent, consistent, conscientious, meticulous, punctual, scrupulous, tactful

1. Personal qualities: positive attitude, appropriate dress, personal grooming, neatness, initiative, dependability

9. develop the students awareness of employment opportunities and standards

10. encourage students to think, to reason, and to make professional and personal decisions

Course Content

1. Preparation for an Office Career

   a. Job opportunities
   b. Duties and responsibilities
   c. Interest and abilities
   d. Work habits and positive attitudes
   e. Business behavior and personal grooming
   f. Basic office skills
   g. Using reference materials
   h. Work area organization
   i. Reading and listening skills
   j. Management
   k. Confidentiality of oral and written
   l. Preparing the office and planning work for the day

2. Production Typewriting

   a. Speedbuilding and skill refinement
   b. Business letters
   c. Memorandums
   d. Statistical material
   e. Reports

3. Filing and Records Management

   a. Filing systems

      (1) alphabetic
      (2) numeric
      (3) subject
      (4) geographic
      (5) chronological

   b. Equipment and supplies
   c. Charge-out and follow-up
   d. Transfer and retention
   e. Microrecords

4. Reprographics (duplicating and copying process)

d. Petty cash funds
e. Expense report
f. Inventory control
g. Depreciation

9. Machine Transcription

a. Transcribing from recorded dictation
b. Spelling, punctuation, letter format, and mailability

10. Individual Career Planning

a. Employment agencies
b. Want ads
c. Application forms
d. Data sheets
e. Interviews

(1) appropriate dress and behavior
(2) punctuality
(3) up-to-date resume

f. Employment
g. Career advancement
h. Job resignation

Evaluation

1. Standardized tests

2. Teacher-made tests

3. Production tests

Optional Topics

1. Data Processing

2. Organizing and Office

Prerequisites

Completion of typewriting I and English I with a minimum grade of "C" in each course.

5. Travel, Meetings, and Conferences

   a. Making travel arrangements (including the itinerary)
   b. Assisting with meetings and conferences

6. Communication

   a. Listening

      (1) preparation for listening
      (2) active listening
      (3) informational listening
      (4) evaluative listening

   b. Oral speaking

      (1) interpersonal (peers, subordinates, superiors)
      (2) receptionist duties (for in-person callers)
      (3) telephone techniques (handling incoming and outgoing calls)
      (4) vocabulary

   c. Writing

      (1) language usage

         (a) spelling
         (b) punctuation
         (c) capitalization
         (d) vocabulary
         (e) reading comprehension
         (f) letter composition
         (g) report composition

      (2) transmitting

         (a) special telephone services
         (b) telegraph, etc.
         (c) voice courtesy

7. Mail Processing

   a. Incoming mail
   b. Outgoing mail
   c. Special mailing services
   d. Shipping services

8. Business Calculations

   a. Financial duties (hand or machine methods)
   b. Banking services
   c. Payroll

Areas of Interest

The Office Procedures course is designed to be a skill development course to meet the needs of students who desire to pursue a career in office occupations or advanced studies.

Curriculum Sequence

The Office Procedures course is recommended for the 12th grade level. This course can be offered for one or two units of credit.

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RECORDKEEPING

Purpose

The purpose of the Recordkeeping course is to enable the student to maintain accurate daily records (in lieu of accounting records), understand business forms, basic computational problems, and develop good work habits and attitudes.

Course Objectives

The objectives of the Recordkeeping course are to:

1. provide meaningful business activities at the beginner level
2. emphasize the importance of an understanding of business forms
3. develop and/or improve basic computational skills necessary for initial employment
4. equip the student with basic skills for personal use or office jobs involving recordkeeping
5. encourage the student to develop skills and knowledges for everyday personal business activities (functional consumer competencies)
6. acquaint the student with the necessity for budgeting in personal and business activities
7. assist the student in developing work habits, attitudes, responsibilities, cooperating, and personality traits
8. develop an appreciation for the importance of accuracy in all work and records
9. assist the student in learning how to follow oral and written instructions
10. insist that the student understands the importance of effective and efficient use of supplies, materials, and equipment in successful initial employment
11. emphasize the importance of self-concept, good grooming, office manners, and getting along with others
12. stress the necessity of integrity and honesty at all times

Course Content

The course content for Recordkeeping should include the following units of study:

1. Basic Skills

    a. Handwriting
    b. Computations
    c. Simple written and oral communication
    d. Simple filing
    e. Business behavior

2. Personal Recordkeeping

    a. Basic recordkeeping forms
    b. Legibility in recordkeeping
    c. Maintaining personal records
    d. Checks
    e. Checking accounts
    f. Endorsements
    g. Bank reconciliation
    h. Savings accounts
    i. Other banking services
    j. Budgets--personal
    k. Receipt and payment forms
    l. Records for income, insurance, credit, personal and household expenses, legal papers, and taxes
    m. Journals and statements

3. Recordkeeping Procedures for Original Papers

    a. Cashier records

        (1) change making
        (2) duties of the cashier
        (3) petty cash

    b. Payroll records and systems

        (1) records of earnings and deductions
        (2) payroll tax reports
        (3) benefits for loss of income

    c. Retail sales records

        (1) cash sales
        (2) charge sales
        (3) accounts receivable procedures
        (4) sales reports

4. Business Recordkeeping for Departments

   a. Purchasing records

      (1) ordering merchandise
      (2) receiving merchandise
      (3) purchases journal

   b. Sales

      (1) invoices
      (2) sales returns and allowances
      (3) customer accounts
      (4) sales journal

   c. Payroll

      (1) time cards
      (2) computing earnings
      (3) deductions
      (4) payroll register
      (5) employee records

   d. Records

      (1) alphabetic filing
      (2) numeric filing
      (3) subject filing
      (4) data entry and retrieval (electronic)
      (5) recordkeeping for small businesses

5. Vocabulary for Recordkeeping

   a. Assets, liabilities
   b. Debits and credits
   c. Journal entries
   d. Ledger accounts and posting
   e. Purchases journal
   f. Sales journal
   g. Financial statements
   h. Accounts receivable and accounts payable
   i. Combination journal

Optional Topics

1. Cash Register Activities

2. Using Micro Processors in Small Businesses

3. Opening a Savings Account

4. Filling Out Income Tax Reports

5. Preparing Personal Records for Income Tax, Budgets, Etc.

6. Obtaining a Social Security Card

Evaluation

1. Teacher-made tests

2. Standardized tests

3. Daily performance

Areas of Interest

This course is recommended for the student who might have difficulty with accounting.

Curriculum Sequence

The Recordkeeping course should be offered at the 9th or 10th grade level.

SECRETARIAL PROCEDURES

Purpose

The purpose of the Secretarial Procedures course is to develop efficient stenographers and secretaries who can integrate and correlate all the related secretarial and general office skills and knowledges previously learned as well as new skills and understandings which prepare the student for employment or further study.

Course Objectives

The objectives of the Secretarial Procedures course are to:

1. assist the student in developing secretarial skills and office techniques necessary for employment, advancement on the job, or further study

2. help the student develop the ability to perform all types of office work with accuracy and speed

3. acquaint the student with reference materials and aids available to a stenographer or secretary

4. improve grammar, punctuation, word division, spelling, oral and written communication, etc.

5. help the student relate classroom activities to office routine

6. assist in developing skills in reading, listening, and following directions

7. assist the student in developing desirable work habits, attitudes, and personality traits:

   a. Integrity
   b. Poise
   c. Cooperation
   d. Wise use of time
   e. "A full day's work for a full day's pay"
   f. Ability to work calmly under pressure
   g. Ability to get along well with others
   h. Ability to remain pleasant under adverse conditions
   i. Pride in work
   j. Respect for the dignity of work
   k. Business ethics: honest, sincere, responsible, diligent, consistent, conscientious, meticulous, punctual, scrupulous, tactful
   l. Personal grooming, neatness, initiative, dependability

8. provide the student with an awareness of business organization and management

9. encourage the student to think, to reason, and to make professional and personal decisions

10. develop student awareness of employment opportunities and standards

Course Content

1. Preparation for a Secretarial Career

   a. Job opportunities
   b. Duties and responsibilities
   c. Confidentiality of oral and written information
   d. Interests and abilities
   e. Basic office skills
   f. Business behavior and personal grooming
   g. Using reference materials
   h. Organizing the work area
   i. Work habits and positive attitudes
   j. Reading and listening skills
   k. Management
   l. Business ethics
   m. Preparing the office and planning the work for the day

2. Secretarial Activities

   a. Management of information
   b. Recording dictation

      (1) shorthand

         (a) verbatim dictation
         (b) office style dictation

      (2) transcribing dictation

         (a) shorthand notes
         (b) recorded dictation

      (3) the mailable letter

         (a) grammar
         (b) punctuation
         (c) spelling
         (d) neatness
         (e) accuracy
         (f) proofreading

(4) other typewriting responsibilities

(a) preparing business reports: collecting information and reporting format
(b) legal papers
(c) minutes and resolutions
(d) composition at the typewriter

3. Word Processing

a. Recording dictation
b. Transcribing dictation
c. Specialized equipment

4. Filing and Records Management

a. Filing systems

(1) alphabetic
(2) numeric
(3) subject
(4) geographic
(5) chronological

b. Equipment and supplies
c. Charge-out and follow-up
d. Transfer and retention
e. Micrographics

(1) microfilm
(2) microfiche
(3) aperture cards

5. Reprographics

a. Duplication

(1) fluid
(2) stencil
(3) offset

b. Copying

(1) plain paper (ppc)
(2) coated paper (cpc)

6. Travel, Meetings, and Conferences

a. Making travel arrangements (including the itinerary)
b. Organizing a trip
c. Follow-up

d. Assisting with meetings and conferences

(1) taking minutes
(2) securing equipment

7. Communication

a. Listening

(1) preparation for listening
(2) active listening
(3) informational listening
(4) evaluation listening

b. Speaking

(1) interpersonal (peers, subordinates, and superiors)
(2) receptionist duties
(3) telephone techniques
(4) vocabulary

c. Writing

(1) language usage
(2) spelling
(3) capitalization
(4) punctuation
(5) vocabulary
(6) reading comprehension
(7) letter composition
(8) report composition

d. Transmitting

(1) special telephone services
(2) voice courtesy
(3) telegraph, etc.

8. Mail Processing

a. Incoming mail
b. Outgoing mail
c. Special mailing and shipping services

9. Business Calculations

a. Financial duties
b. Banking services
c. Payroll
d. Petty cash funds
e. Expense records

f. Inventory control
g. Depreciation

The preceeding calculations may be included in a unit on pencil and paper mathematics or included in the adding and calculating machines unit(s).

10. Individual career planning

a. Occupational information
b. Letter of application
c. Data sheet
d. Application forms
e. Interviews

(1) appropriate dress and behavior
(2) punctuality
(3) up-to-date resume

f. Employment tests
g. Employment agencies
h. Want ads
i. Accepting employment
j. Career advancement
k. Job resignation

Optional Topics

1. The Secretary as a Professional

a. Professional organizations
b. Professional certification

(1) Certified Professional Secretary (CPS)
(2) other specialized certification programs

c. Computers in business

Evaluation

1. Standardized tests

2. Teacher-made tests

3. Production tests

Prerequisites

The student must have successfully completed Typewriting I and Shorthand I with a minimum grade of "C" in each course.

Areas of Interest

The Secretarial Procedures course is designed to be a skill development course to meet the needs of the student who desires to pursue a secretarial career or advanced studies.

Curriculum Sequence

The Secretarial Procedures course is recommended for the 12th grade level. This course can be offered for one or two units of credit.

SHORTHAND I

Purpose

The purpose of the Shorthand I course is to teach basic shorthand theory and to develop shorthand skills, techniques, and attitudes necessary for occupational use.

Course Objectives

The objectives of the Shorthand I course are to:

1. learn basic shorthand theory
2. read rapidly and accurately from shorthand plates and from dictation notes
3. refine skills in grammar, proofreading, typing, placement of typewritten materials, spelling, punctuation, etc.
4. fuse shorthand, English, and typewriting skills into the production of a typewritten mailable transcript at acceptable rates of speed
5. assist the student in developing a general and technical vocabulary
6. encourage efficient organization and management of supplies, materials, furniture, and equipment in the work area
7. develop an appreciation for the importance of shorthand as a communication tool for career and personal use
8. prepare the student with entry-level skill for the job market or advanced studies in the secretarial area
9. encourage the development of desirable work habits, attitudes, and personality traits necessary for success
10. encourage the student to think, to reason, and to make professional and personal decisions
11. develop student awareness of employment opportunities and standards

Course Content

1. Learning Shorthand Theory

   a. Alphabet
   b. Spelling and pronouncing shorthand outlines
   c. Oral reading of shorthand (unison in the beginning)
   d. Brief and speed forms
   e. Phrases
   f. Salutations and closing
   g. Amounts and quantities
   h. Word endings and beginning
   i. Blends
   j. Days of the week and months of the year
   k. Geographical expressions
   l. Disjoined word endings and beginnings
   m. Abbreviated words
   n. Intersections
   o. Proper proportion of shorthand characters
   p. Accuracy of control drills (penmanship)
   q. Reading and writing from plates and homework
   r. Developing speed in dictation from practice material

2. Developing Proper Study Techniques and Skill Development

   a. Listening effectively
   b. Understanding and following instructions
   c. Maintaining basic writing style
   d. Using open textbooks in beginning dictation
   e. Stressing importance of daily homework assignments
   f. Organizing materials for work and handling materials efficiently

3. Developing Dictation and Transcription Skills

   a. Business vocabulary builders
   b. Spelling
   c. Similar word drills
   d. Punctuation and grammar checkup
   e. Common prefixes
   f. Dictation speed building

      (1) sentence, paragraph, short letter
      (2) attainable speed
      (3) challenging speed

4. Development of Desirable Attitudes and Work Habits

   a. Integrity
   b. Poise
   c. Cooperation
   d. Wise use of time
   e. "A full day's work for a full day's pay"
   f. Ability to work calmly under pressure
   g. Ability to get along well with others
   h. Ability to remain pleasant under adverse conditions
   i. Pride in work
   j. Respect for the dignity of work
   k. Business ethics: honest, sincere, responsible, diligent, consistent, conscientious, meticulous, punctual, scrupulous, tactful
   l. Personal qualities: positive attitude, appropriate dress, personal grooming, neatness, initiative, dependability

5. Introduction to Career Opportunities

6. Developing Efficient Organization and Management of Supplies Materials, Furniture, and Equipment in the Work Area

Optional Topics

1. Dictation from the News Media

2. Office Style Dictation

Evaluation

1. Establish definite intermediate and end-of-semester goals

2. Check reading rates

3. Give vocabulary tests

4. Give 3- or 5- minute sustained dictation (mailable typewritten transcript)

5. Recommended end-of-year goals (higher, if possible) for 3-minute sustained dictation on new material with 97 percent accuracy:

   A = 90
   B = 80
   C = 70
   D = 60

Prerequisites

The student must have successfully completed one year of typewriting and two years of English.

Areas of Interest

This course prepares the student in theory, reading, dictation, and transcription for Shorthand II, job placement, personal use, or more Areas of Interest.

This course prepares the student in theory, reading, dictation, and transcription for Shorthand II, job placement, personal use, or more advanced study through post-graduate study.

Curriculum Sequence

This course is a two-semester course taught on the 11th or 12th grade level. This course requires a high level of concentration, dedication, and involvement from the student.

SHORTHAND II

Purpose

The purpose of the Shorthand II course is to combine and refine the skills of shorthand, typewriting, grammar, and spelling. The course is designed to develop personal attitudes necessary for career or advanced study.

Course Objectives

The objectives of the Shorthand II course are to:

1. review shorthand theory, refine skill in outline construction, develop speed in taking dictation, and expand shorthand vocabulary
2. read rapidly, accurately, and fluently from shorthand plates, homework notes, and self-dictated, written material
3. encourage efficient organization and management of supplies, materials, furniture, and equipment in the work area
4. review typewriting skills, use of dictionary, use of secretarial handbook, and other related reference materials
5. improve transcription skills such as punctuation, spelling, grammar, word division, capitalization, composing, editing, proofreading, and error correction
6. produce typewritten mailable transcripts from new material at a rapid rate with a high degree of accuracy
7. prepare the student with entry-level skills
8. develop desirable work habits, attitudes, and personality traits
9. develop student awareness of employment opportunities and standards

Course Content

1. Skill Development
    a. Review of shorthand theory
    b. Improvement of outline construction
    c. Development of speed in reading and taking dictation
    d. Development of rapid and accurate transcription

e. Expansion of shorthand vocabulary
f. Extension of shorthand vocabulary to include other disciplines
g. Organization of supplies, materials, furniture, and equipment in the work area

2. Improvement of Transcription Skills

a. Grammar
b. Punctuation and punctuation styles
c. Spelling
d. Word division
e. Capitalization
f. Composing and editing
g. Use of dictionary, secretarial handbook, and other related referenced materials
h. Preparation of carbon copies and envelopes
i. Review of typewriting skills
j. Letter, memorandum, and manuscript styles
k. Proofreading
l. Corrections

3. Refinement of Transcription Skills

a. Judgement placement of transcript
b. Mailable transcripts from new material
c. First-copy mailable transcripts

4. Development of Desirable Attitudes and Work Habits

a. Integrity
b. Poise
c. Cooperation
d. Wise use of time
e. "A full day's work for a full day's pay"
f. Ability to work calmly under pressure
g. Ability to get along well with others
h. Ability to remain pleasant under adverse conditions
i. Pride in work
j. Respect for the dignity of work
k. Business ethics: honest, sincere, responsible, diligent, consistent, conscientious, meticulous, punctual, scrupulous, tactful
l. Personal qualities: positive attitude, appropriate dress, personal grooming, neatness, initiative, dependability

Optional Topics

1. Certified Professional Secretary Requirements

2. Telephone Dictation

3. Minutes of Meetings

4. Prolonged Dictation

5. Interrupted Dictation

6. Cold Notes

7. Court Reporting

Evaluation

1. Vocabulary tests

2. 3- or 5-minutes sustained dictation (mailable typewritten transcript)

3. Timed transcription on tests

4. Employment testing

Prerequisites

The student must have successfully completed Typewriting I and Shorthand I with a minimum grade of "C" in each course and the recommendation of the teacher.

Areas of Interest

This course prepares the student for better job opportunities or for more advanced study.

Curriculum Sequence

This course is a two-semester course taught on the 12th grade level. This course requires a high level of concentration, dedication, and involvement from the student.

TYPEWRITING I

Purpose

The purpose of the Typewriting I course is to enable the students to develop typewriter keyboard mastery and to develop basic typewriting skills and techniques for both personal and occuptional use.

Course Objectives

The objectives of the Typewriting I course are to:

1. master the typewriter keyboard using the touch method
2. master the correct typewriting techniques of stroking and machine manipulation
3. assist the students in developing correct posture and control necessary to typewrite with accuracy and speed on straight copy and problem material to meet both personal needs and employment standards by producing mailable copy
4. build skills relating to business application
5. assist the student in developing good work habits, such as understanding and following instructions; organizing supplies, materials, furniture, and equipment in the work area; and handling materials efficiently
6. assist the students in developing the ability to use the typewriter as an effective tool--including proofreading, correcting errors, typing from direct dictation, and composing at the typewriter
7. encourage the development of desirable attitudes and personality traits:

    a. Integrity
    b. Poise
    c. Cooperation
    d. Wise use of time
    e. "A full day's work for a full day's pay"
    f. Ability to work calmly under pressure
    g. Ability to get along well with others
    h. Ability to remain pleasant under adverse conditions
    i. Pride in work
    j. Respect for the dignity of work
    k. Business ethics: honest, sincere, responsible, diligent, consistent, conscientious, meticulous, punctual, scrupulous, tactful

7. Personal qualities: positive attitude, appropriate dress, personal grooming, neatness, initiative, dependability

8. encourage the students to think, to reason, and to make professional and personal decisions

9. provide a foundation for advanced study

10. develop student awareness of employment opportunities and standards

Course Content

1. Learning to Typewrite

   a. The letter keys, numbers, symbols, and operative parts using the touch method
   b. Correct posture and stroking techniques
   c. Vertical and horizontal centering
   d. Memorandums, announcements, personal notes, index cards, and postal cards
   e. Personal letters, business letters, and envelopes
   f. Tabulated columns
   g. Outlines and manuscripts
   h. Business forms

2. Applying Skills of Production Typewriting

   a. Provide regular practice for accuracy and speed development
   b. Prepare a line guide for manuscripts and letters
   c. Prepare manuscripts: topbound, leftbound, and unbound; title page, table of contents, footnotes, pagination, and bibliography
   d. Tabulation: tables, columnar headings, rules and boxed charts
   e. Learn proper care of the typewriter: cleaning typewriter and changing ribbon
   f. Select business letters in appropriate styles with carbon copies
   g. Fold letters and insert into envelopes
   h. Type statistical, script, and rough draft materials
   i. Use proper rules of communication: spelling, punctuation, capitalization, number rules, paragraphing, word division, and grammatical construction
   j. Organize the work area and materials
   k. Develop positive attitudes, personality traits, and work habits
   l. Learn to find errors, make neat corrections, crowd and spread letters, and assume responsibility for proof-reading material before and after it is removed from the typewriter

m. Compose sentences, paragraphs, and letters at the typewriter
n. Prepare employment forms: application blanks, letters of application, personal data sheets, and follow-up letters

Optional Topics

1. Preparation for an Interview
2. Preparation of an Itinerary
3. Introduction to Data Entry Forms and Word Processing
4. Introduction to Legal Forms
5. Introduction to Government and Military Forms
6. Introduction to Medical Forms
7. Introduction to Spirit Masters, Stencils, Offset Masters, Etc.

Evaluation

1. Work habits and techniques
2. Timed writings
3. Timed production
4. Daily assignments
5. Recommended minimum end-of-year goals (higher, if possible) for five minute timed writing:

   A = 55 NWM
   A = 50 NWM
   A = 45 NWM
   A = 40 NWM

Prerequisites

The recommended prerequisites for Typewriting I includes the completion of one or two years of high school English.

Areas of Interest

Typewriting I is a basic skill course for both personal and business use.

Curriculum Sequence

Typewriting I should be offered at the 10th or 11th grade level.

TYPEWRITING II

Purpose

The purpose of the Typewriting II course is to prepare students for careers, for personal use, or further study.

Course Objectives

The objectives of Typewriting II are to:

1. provide students with an opportunity to further expand and improve skills and competencies developed in Typewriting I
2. Provice an opportunity for students to refine their typewriting skills for a career, for personal use, or for advanced studies
3. develop typewriting skills necessary for production work
4. emphasize the necessity of mailability of typewritten material
5. encourage performance of business applications with a minimum of direction and supervision
6. build skills relating to advanced business application
7. encourage the development of desirable work habits, such as:
   a. understanding and following instructions
   b. organizing supplies, materials, furniture, and equipment in the work area
   c. handling materials efficiently
8. encourage development of desirable attitudes and personality traits
   a. Integrity
   b. Poise
   c. Cooperation
   d. Wise use of time
   e. "A full day's work for a full day's pay"
   f. Ability to work calmly under pressure
   g. Ability to remain pleasant under adverse conditions
   h. Pride in work
   i. Respect for the dignity of work
   j. Business ethics: honest, sincere, responsible, diligent, consistent, conscientious, meticulous, punctual, scrupulous, tactful

k. Personal qualities: positive attitude, appropriate dress, personal grooming, neatness, initiative, dependability

9. encourage the students to think, to reason, and to make professional and personal decisions

10. develop student awareness of employment opportunities and standards

Course Content

1. Review and Reinforce Basic Skills

   a. Proper typewriting techniques and organization or work area
   b. Speed, accuracy, corrective drills, and timed writings
   c. Letter styles and letter punctuation styles
   d. Manuscript styles
   e. Vertical and horizontal centering
   f. Composition at the typewriter
   g. Grammar, punctuation, and word division
   h. Tabulation
   i. Proofreading and corrections
   j. Typewriter maintenance
   k. Preparation of line guide

2. Apply Skills and Production Typewriting to:

   a. Letter and interoffice formats
   b. Addressing envelopes
   c. Folding letters and inserting into envelopes
   d. Rough draft typewriting
   e. Business reports
   f. Legal documents
   g. Backfeeding topbound material for corrections or additions
   h. Itinerary
   i. Statistical material
   j. Business forms: requisitions, purchase orders, invoices, etc.
   k. Carbons and multi-copy forms
   l. Medical forms
   m. Government and military forms
   n. Typing copy for duplications
   o. Operation of duplication
   p. Filing: alphabetizing, gummed labels, etc.
   q. Emphasis on work habits, attitudes, and personality traits

Optional Topics

1. Practice Set
2. Computing Map Mileage Per Diem
3. Use of Additional Reference Books
4. Telephone Techniques

Evaluation

1. Timed writings
2. Timed production
3. Daily assignments
4. Work habits and techniques

Prerequisites

The student must have successfully completed Typewriting I with a minimum grade of "C" and the recommendation of the Typewriting I teacher.

Areas of Interest

Typewriting II is a skill development course. These students should have the ability to perform successfully in the business world or in advanced studies.

Curriculum Sequence

Typewriting II should be offered at the 11th or 12th grade level.

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